

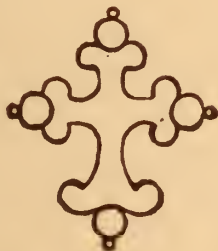
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# HOW TO USE CHRISTUS REDEMPTOR

WITH  
OUTLINES OF LECTURES

BY  
HELEN BARRETT MONTGOMERY



ISSUED BY THE CENTRAL COMMITTEE ON THE  
UNITED STUDY OF MISSIONS



HOW TO USE  
CHRISTUS REDEMPTOR

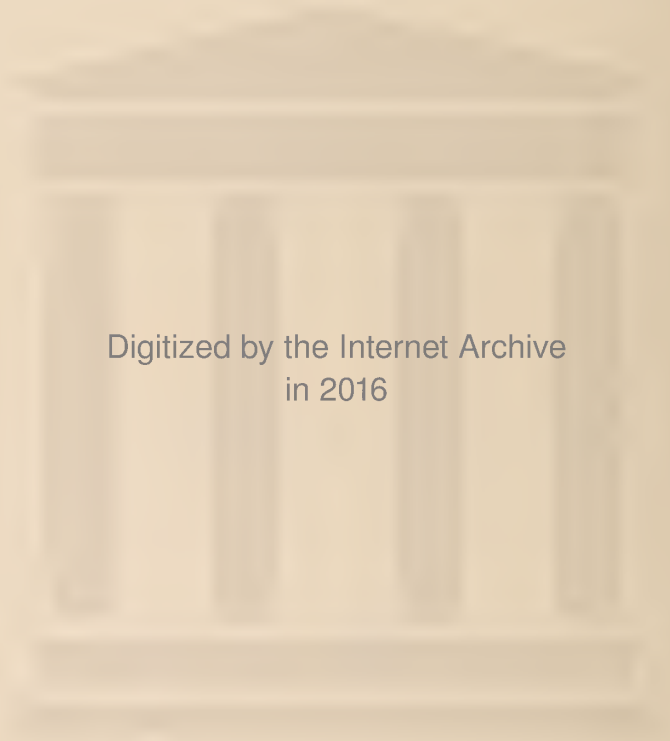
AN OUTLINE STUDY OF THE ISLAND  
WORLD OF THE PACIFIC

BY

HELEN BARRETT MONTGOMERY



WITH OUTLINES OF LECTURES AND SUGGESTIONS  
FOR STUDY CLASSES AND WOMEN'S MEETINGS



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# INTRODUCTION

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This pamphlet containing the syllabi of Mrs. Montgomery's lectures and practical suggestions, is intended for Study Classes and Missionary Societies planning to take up *Christus Redemptor*, an outline study of the Island World of the Pacific.

Good reports have come from the summer schools held at Northfield; Winona; Monteagle; Ottawa, Kansas; Waterloo, Iowa; and the Chautauqua Assembly. Mrs. Montgomery, the author of the text-book, gave lectures at four of these schools, and important papers were presented and discussed. Nothing can take the place of the summer school in the training of leaders in missions, but for those who could not attend we recommend a careful study of this booklet. Leaders of Children's Organizations will find all that they require for the year's work in "A Cruise in the Island World," issued by the Central Committee in response to the urgent request of Women's Boards. Every church should have a personally conducted tour for the children. We give in addition to Mrs. Montgomery's capital suggestions, some models for Study Class work, especially adapted to circles of young women, and have added some practical hints for the Woman's Missionary meeting which may be made profitable and interesting to all classes by a wise use of the material offered.

CENTRAL COMMITTEE  
IN THE UNITED STUDY OF MISSIONS.



# SYLLABI AND SUGGESTIONS

By HELEN BARRETT MONTGOMERY

## CHRISTUS REDEMPTOR

### LESSON I.

#### PORTION TO BE STUDIED:

Chapter one and the first thirteen pages of the introduction.

#### AIM OF THE FIRST STUDY:

1. To gain a concept of the island world: its extent, divisions, races, characteristic features.
2. To locate definitely the Society, Hervey, Austral, Pearl Islands.
3. To trace the history of the introduction of Christianity into these islands.
4. To form the acquaintance of John Williams.
5. To emphasize the work of the London Missionary Society.

NOTE:—In taking up the chapter these aims need not all be held before any society. In some cases it might be wise to select one or two of them for fuller treatment and to retire the others to the background.

#### SALIENT POINTS IN THE CHAPTER.

Fitting out of the DUFF, her emblem, difficulties of the journey, composition of the missionary party, part played by King Pomare, turning of the tide, brave stand of Thomas Haweis, after story of the Society islands.

Coming of John Williams, search for a lost island, building of the Messenger of Peace, journeyings of John Williams, his death, estimate of his character.

The Austral and Pearl Islands, their physical characteristics, story of the Gospel.

#### METHODS OF PRESENTATION.

Arrange for

1. Log of the DUFF.
2. Autobiography of Captain Wilson, in which he tells the story of his early life and how he came to command the Duff, describes the Missionary party, the islands, the course of the story.

3. Visit to the Museum of the London Missionary Society and descriptions of articles found there, with story of each; or more imaginatively, a conversation between these old idols by night, reminiscences, etc., etc.
4. The making of models of the Duff, the first mission flag, the idols and canoes sent to London.
5. Biographical sketch of John Williams.
6. Map of the journeys of the Messenger of Peace.
7. Detail maps of the island groups treated.
8. Study of present day conditions as contrasted with those of one hundred years ago.



Societies planning to devote but six meetings to the consideration of *Christus Redemptor* can easily take up the topics of the introduction in connection with the study of the separate chapters which follow. If more than six programs are planned for it would be best to make the introduction itself the basis for an entire program.

When six programs are planned, the early pages of the introduction will furnish the material for an interesting map study on the divisions of the island world and its peoples. The admirable map published by the United Study Committee is indispensable if good work is to be done; as it combines features not to be found in any other single map; exhibiting the entire field in its relation to other lands. The large size of this map make it suited for wall use and its low cost, fifty cents, puts it within the reach of any society. The map should be only the beginning of graphic illustration by detail maps and charts. Large Manila paper maps of Polynesia, Micronesia, Melanesia and Malaysia can be sketched in bare outline and pinned up to illustrate a three minute's talk on each of these divisions. Charts can easily be made showing to the eye the ratio between the land and water areas. The comparative area of different groups, and the area of the whole land surface of the island world in comparison with other lands. For example: a square fifty-four inches each side could represent the area of the Pacific, a tiny square one-third of an inch each way would represent the land area. This small square blacked could be placed in the middle of the large outline square.

Other charts could contain lists of volcanic, and coral islands arranged either on separate sheets or in parallel columns.

A picture chart to illustrate the atoll formation would not



be difficult to draw and would add interest. In many societies a woman may be found with a special gift for this sort of illustrative work; or if there is no member of the society often a young son or daughter can be drawn into the service. In Alexander's "Islands of the Pacific" are numerous, simple outline detail maps or charts, easily copied, and of great value.

The charts given on page 24 of the introduction could be effectively enlarged on sheets of Manila paper, and for a children's group the first list made realistic by the actual objects, either cut out and pasted in position, or drawn in silhouette or color. Even to grown women the list of animals and vegetables would be much more impressive if represented rather than printed.

From Horne's "Story of the London Missionary Society," and Lovett's "History of the London Missionary Society," much interesting matter can be drawn to illustrate chapter one. If these are not available a good detail map of the society islands may be copied from Alexander's Islands of the Pacific, which is included in the splendid five dollar reference library prepared by the United Study Committee. This library of eight volumes may be obtained through any of the denominational headquarters.

Societies that can obtain William Wilson's, "Missionary Voyage to the Southern Pacific Ocean," will find a chart giving the course of the Duff and much other interesting detail in regard to the first missionaries. This old volume with its charming steel engravings is in the Boston Public Library and doubtless also in other large public libraries. The flag of the Duff could easily be fashioned in model by clever fingers, and a chart hung up containing a list of the occupations represented in the first missionary party. Does anybody know the hymn these pioneers sung—"Jesus at thy command we launch into the deep"? If it can be obtained it should certainly be sung at the first meeting.

The story of the two ships that met in mid-ocean (pp. 29-30) would make a good three-minute assignment. If an artist is at hand to draw two full-rigged sailing vessels so much the better.

The Church of the Living Waters makes another good assignment (p. 30.) In fact the societies which are confined to the text book alone for material cannot fail to have a beautiful meeting if they follow certain simple principles. Require

each participant to be familiar with her part; assign brief portions; never read these, but tell them in a conversational way. Chapter one could be arranged as a group of ladies taking a cup of tea together and chatting over the tea-cups about these wonderful early missions. Let one tell an incident, another ask a question and so naturally and easily break up the chapter until twelve or fourteen shall have told some incident, or brief portion of the story.

The following topics among others will occur to any one, as capable of treatment in a thoroughly interesting meeting, by those who cannot get books and have no access to large libraries.

A Wonderful Voyage, pages 25-26.

The Island Paradise, page 27.

Ships that Passed in the Night, page 28.

A Kingly Convert, page 30.

How France Hindered, pages 31-32.

A Wayside Listener, pages 33-34.

Borabora, A Missionary Church, page 35.

Gospel Triumphs in the Austral Islands, page 37.

Pearls of the Sea, pages 38-39.

None of these topics need occupy three minutes.

A quotation match could be arranged to bring out the native sayings and prayers.

The biographical interest of the first chapter centers in John Williams. The story of his life should be assigned to some one who will give the time necessary to preparation that she may make this mighty figure live again. The life of John Williams, by Ellis, which Revell handles is inexpensive and most interesting. Williams' own "Narrative of Missionary Enterprises in the South Sea," is obtainable in many libraries, and is of thrilling interest. From either of these sources many quotations from Williams himself could be added to those given in the text book so that the entire society could respond to the roll call by either a native saying or a quotation from the great apostle to the Southern seas.

## LESSON II

PORTION TO BE STUDIED: Chapter two.

AIM OF THE SECOND STUDY:

1. To further clarify and strengthen the understanding of the position, divisions, races and products of the various island groups.

2. To give special study to the Samoan, Tongan, Micronesian and Pitcairn Islands.
3. To trace the thread of progress from Tahiti to other Island groups.
4. To show the effects of the gospel unhindered as in the Tonga group.
5. To emphasize conditions and needs in the Samoan Islands.
6. To study the Polynesian race divisions.

#### POINTS OF INTEREST :

The Samoan islanders, their customs and characteristics, their treatment by European Nations, their Christian character, their education and missionary zeal, the record of Samoan native missionaries.

The advantageous position of the Tonga group, story of the gospel there. Situation and characteristics of Micronesian islands, story of missionary heroism, Spanish intolerance.

Mutiny of the BOUNTY, Pitcairn island, story of reclamation, present conditions.

#### SUGGESTED METHODS OF TREATMENT :

An assembly of nobles in Samoa recounting the history of their islands.

A letter from an American Naval officer stationed in Samoa at the time of hurricane.

Meeting of the German, English and American commissioners to determine Samoan status.

Readings from Robert Louis Stevenson.

Samoa roll-call of heroes and martyrs.

A voyage among the Micronesian islands in the Morning Star with party of missionaries on board, questions on the part of tourists, answers by missionaries. Use spy-glass, point out places of interest, anchor at different islands.—Don't be afraid of the dramatic.

Character sketches of Robert Logan, Luther Gulick, John Adams.

The second lesson may very well begin by a map review of the various divisions learned in the first lesson. The maps and charts made for chapter one should be kept and shown again in order to fix the impression. Detail maps of the Samoan and Tongan groups and the Micronesian archipelago should be added.

The text book is in error in placing the permanent home of Robert Louis Stevenson in Tutuila instead of Upolu. It is of interest to note that Savaii, the largest island in the Samoan group, is simply a variant form of the name given to the largest island of the Hawaiian group, Hawaii.

To give local color, charm, and sympathy of treatment to the Samoan islands a course of Robert Louis Stevenson is to be highly recommended. This division of the Polynesian peoples offers the best opportunity for portraying the beautiful side of primitive life. The evils, errors, and weaknesses are all here and should not be ignored; but there is so much that is noble and attractive that it would seem wise to avowedly confine attention to the attempt to bring our societies in sympathetic contact with these primitive folk. Their chieftains, stately etiquette, pride, love of music and of flowers, their simple and genuine acceptance of Christianity, and the wrongs suffered at the hands of Europeans should all be emphasized. Since the United States has a protectorate of the island Tutuila, our responsibility for just treatment of the natives should be made plain. An interesting side topic will be the congressional action regarding the Samoans. What legislation has been asked for by those interested with the government of Tutuila? What attention has the Congress of the United States given to the interests of this far away ward. Material can be secured from the Secretary of State, or from files of the Congressional Record.

The Tonga Islands bring us into contact with another great missionary society. In chapter one, our members were introduced to the London Missionary Society, the representative of the English Congregationalist. The Tongas were evangelized by the Wesleyan, the society of the English Methodists. A brief sketch ought to be given of each of these societies preferably in connection with the chapter in which their work is first considered.

The character of King George adds the second to our list of royal converts. It might be a good plan to elect one member as Chamberlain, for the entire book; and to have it her duty to report whenever a new royal personage is found who has helped to establish the gospel. She could place King Pomare II of the Society Islands at the top of a big, bare sheet or chart, and then add the names of the surprisingly long list as they occur. A word of comment only would be needed to fix each royal

person in his place. If the list hung before the Society it would furnish a continuous review of portions already covered.

Another admirable appeal to the "eye-gate" would be a wheel with Tahiti as the hub, showing the radiations of the influence of this earliest mission.

A point to be emphasized in connection with the Tonga mission is the fact that where the gospel has had unhindered access the islanders are increasing in wealth and members as well as in spirituality. The "unhindered" groups might well be placed together to make an impressive contrast, and to refute the common impression that these races fade away before Christianity.

In studying Micronesia a map should be made showing the principal island groups with their characteristics: *i. e.*, using one color for the high, volcanic islands, and another for the low coral islands.

The story of the "Morning Stars," the five mission ships may be secured from the American Board. A little fleet of play ships named and launched on the blackboard ocean will add the illustrative touch that is such a help.

An imaginative letter might be written from a missionary describing what it means to be a year on a low coral island waiting for the visit of the "Morning Star" to bring letters, clothing, and supplies from home.

Dr. Gulick's biography is most interesting, bringing us in touch with a great personality.

Mrs. Beulah Logan Tuthill is to publish a life of her father, Robert Logan, this fall. If this is available in time it ought certainly to be full of interest. Mrs. Bliss, formerly Miss E. T. Crosby of the Micronesian Mission, is to bring out a history of the Micronesian Mission, published by the American Board in October. This book will deal authoritatively with this entire field about which it has been so difficult to get material save in scattered magazine articles.

The Princess Opatinia, of Ponape in the Caroline group, adds a beautiful instance of self-abnegation and heroism to our series of royal portraitures.

The story of Pitcairn Island could easily be put in dramatic form or in a series of pictures for an evening's entertainment.

## LESSON III.

### PORTION TO BE STUDIED:

Chapter three, with part of introduction relating to Polynesian language.

### AIM OF THIRD STUDY:

To use every possible means to bring Hawaii into the active interests and responsibilities of the Christian people of the United States. The most practical import of the book, so far as it affects present duty, is in this chapter and that on the Philippines.

### POINTS TO EMPHASIZE IN READING THIS CHAPTER:

The geography, names of islands, comparative area, location, resources, commercial importance.

The native race, its affiliations, social characteristics, weaknesses, present decline.

The introduction of Christianity, remarkable converts, story of political and social reforms. The great missionary heroes. The work of various denominations. The educational system. The influx of alien races. The present problem.

### METHODS OF PRESENTATION:

1. Map studies, drill on location. size, comparative area, resources, etc. Very important to us because of relations to America.

2. An account of the mission jubilee written by a delegate from the United States.

3. Drill on Kings of Hawaii, beginning at Kamahameha I, in order to bring out history of the last century. Conduct it like a history class.

4. Portrait gallery of Hawaiian Christian heroines.

5. Letter from a city missionary in Honolulu, describing the present race problem.

6. Twentieth Century Chinese, a social study in Hawaii.

7. Discussion: What is the most pressing and important work to be done in Hawaii.

8. Study of foreign mission record of the Hawaiian native Christians.

9. Missionary families in Hawaii. A study in heredity.

In dividing the island groups for study in six portions it proved impracticable to follow strictly either a geographical or



chronological order. The importance of Hawaii to our country made greater fulness of treatment advisable than was possible to give to numerous other groups; and the necessity of keeping the chapter divisions of about the same length led to the grouping of several islands under the one chapter heading.

In the chapter on the Hawaiian Islands, and again in that on the Philippines, we are brought face to face with what are really home missions. In these two chapters the practical urgency of the book should culminate. Whatever other aim is selected it is most important that the present day problems and marvellous opportunities in the Philippines and the Hawaiian Islands should be laid upon the consciences of our missionary societies. Furthermore, the people of the United States are responsible for political conditions in Hawaii and the Philippines, and it is part of our business in furthering the coming of the Kingdom of God on earth, that we be intelligently aware of present-day conditions in these island possessions. In many societies it might be possible to appoint some member as a committee on insular affairs, whose business it should be to keep herself fully informed in insular matters, social conditions, legislation pending, etc. Such committees would report to their societies whenever questions came up that seemed to demand the creation or expression of public opinion; and if vigilant and well organized might powerfully affect congressional action in regard to these far away possessions. The disgrace which befell the entire country in the Senate's failure to pass the Philippine tariff bill after it had passed the House by a non-partisan and almost unanimous vote, might have been avoided, if the people had been roused to the possibility of such failure to act, and had spoken as unmistakably as did the selfish private interests.

Since the relation of Hawaii to ourselves is so close, and is destined to be even closer, a crisp, interesting drill on the geographical features is even more important than in the case of the other islands. The simplest and crudest outline maps will do, in fact these home-made outlines are often most effective. An outline of Massachusetts with the five principal islands included within its boundaries; a detail map of the island group with each island named, and the principal localities indicated; a mountain profile comparing the highest Hawaiian mountains with our own; a population chart marked off in bands of color to indicate the proportion of each race element

to the whole are among the easily managed and interesting charts. A chart showing the decline of the native race, and another the increase of the half-blood Hawaiian would be of interest. Vertical lines could be used to mark off decades and horizontal lines to indicate the numbers between the minimum and maximum of population during the period covered. On the cross lines thus formed the population line should be drawn in a bold, heavy band of color, so as to exhibit the increase or decrease to the eye. One chart could exhibit both curves.

The present chapter affords the best opportunity to study the whole question of the evils of the first contact of civilization with a nature people. The uplifting influence of Christianity in counteracting or at least modifying these evil influences is most apparent in the story of Hawaii. The introduction contains matter (pp. 8-13), that may be profitably studied in this connection. Professor Blackman's "Making of Hawaii" is the most valuable authority to consult.

This chapter is particularly rich in biography and should be presented in whole as a picture gallery with good effect. A large picture frame might be sketched on the blackboard, and within it written a list of the men and women described as each speaker fills in the picture. A society where the members each possess the book, and are guilty of preparatory reading of the chapter would find it possible to tell the history of the Hawaiian group in a series of guessing stories such as are used in Sunday Schools. For example:

"I see a young boy, he is sitting on the steps of a large building weeping bitterly," etc., etc.

"I see a tall, dark-eyed, queenly looking woman, she is walking across the crater of a great volcano, now she kneels at the edge of the fiery centre." etc., etc.

As these stories are told, omitting only the name of the persons described, each member writes on a card, given her for the purpose, the name. At the close of the meeting these cards are gathered up and a roll of honor is made of those who have remembered correctly the largest number of names.

If an extra evening meeting can be devised an admirable program could be arranged to include a discussion by the young men, or possible the boys and girls in the last year in high school on the question, What is the most pressing and important work to be done in Hawaii? One could answer, the Chris-



tianization of the sixty-thousand Japanese, and defend his position with telling arguments; others' work among the Chinese, Koreans, Portugese, city missions in Honolulu, Industrial Education of the people, etc. \* There is no dearth of important undertakings waiting the Church of God; and the more answers given the more impression the showing of the needs and opportunities in Hawaii. Files of the *Friend*, a leading weekly published in Honolulu, and the oldest periodical in the islands, can be obtained at the large public libraries. These will be very useful, as will Thrum's Hawaiian Almanac, an annual publication filled with statistics and articles regarding present-day conditions and problems. Some two or three years ago the *Friend* issued a special number devoted to the history of the missionary operations of the American Board in Hawaii. This special number is of great interest, and unless the supply is exhausted can be obtained for a small sum by applying by mail to the office of the *Friend*, Honolulu.

## LESSON IV

PORTION TO BE STUDIED: Chapter four.

The story of Fiji and the New Hebrides.

AIM OF THE FOURTH STUDY:

1. To make real the positive evils and horrors of savagery by a study of primitive conditions.
2. To illustrate by actual example the power of the Gospel of Jesus Christ to change such conditions.
3. To acquaint the society with the story of the islands studied.
4. To add to the gallery of missionary portraits.

METHODS SUGGESTED:

1. Create a picture of primitive life in Fiji or the New Hebrides, that shall serve for the whole course. Do not soften nor exaggerate nor sentimentalize. Use the section of the introduction dealing with plant life, freely. Get curios. Have the boys and girls help to build a Fiji village, making idols, huts, war-clubs (miniature.) Reproduce the life so far as possible. Draw on Paton for vivid details of everyday life if the New Hebrides are selected.

2. A book review of Mrs. Paton's letters, Paton's Autobiography, Life of Calvert, Life of Bishop Patteson.

3. Dramatizing of the scenes from Paton's life. Use imagination rather than lamp-black to produce effects.

4. "My hero": three character sketches, Paton, Calvert, Patteson, none minimizing the others but each telling why the one chosen is her missionary hero.

5. Comparison of Fiji, the New Hebrides and Melanesia with Polynesian islands as to area, position and resources.

In beginning the study of chapter four we take for the first time a glimpse of life in Melanesia. At this point a review of the chart and map showing the division into Polynesia, Micronesia and Melanesia should be made.

Here is the best place to make a thorough-going study, once for all, of the horrors of savage, cannibal life in the Pacific islands. With this can be given a picture of the plant-life of these most beautiful islands. The last portion of the introduction will prove very useful in this connection. It is necessary to have this dark back ground if the power of the gospel to transform human life is to be appreciated. Two papers might be prepared: one describing life in Fiji in 1839; the other sixty years later. The first paper could describe the clothing, houses, and appearance of the natives, the sounding of the war drums to call to a cannibal feast the news coming of the defeat of Viva and the consequent strangling of eighty of his wives, etc., etc. The life of James Calvert, included in the five-dollar reference library before alluded to, is rich in material for such a paper. The volume is a small one and can also be purchased separately from Revell, the price being about a dollar. The paper should be written in the first person, and described as an eye witness the conditions actually existing at the time. The second paper dealing with the conditions of the present time, should also be written in the first person. The life of Calvert, in which he narrates the changes apparent when he returned in his old age in 1886 to make a tour of the scene of his early labors will give abundant material. Miss Gordon Cummings' "At Home in Fiji," is also rich in materials dealing with the Fijian life of to-day. A search through Poole's Index will reveal in the periodical literature of the last few years a number of articles, some of which are listed in the bibliography.

The conditions of native life in the New Hebrides and the other Melanesian islands are not so different that time needs to be taken in the meetings to describe them. A two-minute assignment pointing out the location on the map and naming the large islands of the New Hebrides on a simple detail map

which can be easily made is enough. A new chart illustrating the relative areas of the Fijis and the New Hebrides and of these in turn as compared with the Hawaiian group and some state in our own country, would be of value. Some bright boy or girl can be found who would delight to look up the matter in the geography, and make the chart.

Three or four missionary hero portraits would fill out the rest of the chapter in the limits of an hour,— the two papers on Fiji, and ten minute portraits of Geddie, Paton, Selwyn and Patteson. Let these be given orally, each speaker seeking to show her hero as a brave soldier of the cross.

Another attractive scheme for a meeting would be to arrange a cruise in Melanesia. A party of tourists stand on deck and point out to each other the swiftly passing islands telling stories connected with each.

The book review is especially apropos in this program since there are two quite unusual books dealing with this portion of the field. John G. Paton's autobiography has made his little corner of Micronesia one of the best known and most dearly loved mission fields of the world. The magic of his pen seems to have been given to his wife as well; for her, "Letters and Sketches from the New Hebrides," is full of life and charm. The bookish woman in our circle, who can write a good book review, and not get hopelessly lost in the first chapter, should be chosen to introduce these literary finds to many circles. For, though neither book is new, it is perfectly safe to say that both are yet undiscovered by very many circles and individual members.

A beautiful evening of dramatic readings from these two books could be arranged; and, if a small fee were charged enough money could be raised to provide for the contingent fund for the year. These running expenses of the circle must be met; and in this way they would not only be provided for but fresh fuel added to the missionary wood-pile.

There are many editions of Paton's Autobiography, one abbreviated and illustrated for young people.

## LESSON V.

### PORTION TO BE STUDIED:

Chapter five, with the introduction as supplementary matter.

#### AIM OF THE FIFTH STUDY :

1. To study the Maoris of New Zealand, the Papuans of New Guinea and the Malays of Malaysia.
2. To note the present condition of the Maoris under civilized conditions.
3. To get a glimpse of the resources and development of the progressive new State of New Zealand.
4. To study the island of New Guinea, its area, resources, divisions and population.
5. To follow the life story of James Chalmers.
6. To take a brief survey of missions in the Dutch East Indies.

#### POINTS OF INTEREST :

These great islands in contrast with the smaller islands already studied, their part in the world's development. The Maori wars, the story of Samuel Marsden, primitive man in New Guinea, the pioneer missionaries and their methods, the friendship between Chalmers and Stevenson, the martyrdom of Chalmers, the history of Dutch missions.

#### SUGGESTED METHODS OF TREATMENT :

1. The free use of maps, illustrating comparative area, divisions and topography of New Zealand and New Guinea in so far as the mission stations are concerned.
2. Story of the Maoris compared with that of the North American Indians.
3. An intimate study of Maori customs and folk-lore.
4. A biographical sketch of Samuel Marsden, and of James Chalmers.

The fifth chapter includes three races, the Polynesian, Maoris of New Zealand, Papuans of New Guinea, and the Malays of the Dutch East Indies. The plan of *Christus Redemptor* did not include any of the islands of the Malay archipelago, nor in fact any of the Continental Islands near the Philippines. In the limits of the brief hand-book it was impossible to give adequate treatment to these vast islands, with a population numbering millions, and at the same time treat the Pacific islanders. The Dutch East Indies, furthermore, included quite a different civilization, the oriental. Through the kindness of a Dutch lady, Madame de la Bassecour Caan, it was possible to include a brief sketch of the Dutch missions in the Malay Archipelago, written by herself. This simply serves

to indicate the great size and importance of these Dutch East Indies. For some future hand-work is left the consideration of Java, Sumatra, Borneo, Celebes, and the island of Formosa to the north of the Philippines. The Methodists are already beginning a great work in Borneo, and may wish to specialize on that island during this program; but for most of the societies it might be wiser not to attempt to study this vast field whose outlines are barely indicated in this text-book.

If the consideration of the Dutch East Indies be eliminated, we have in chapter five, the story of two wonderful islands, New Zealand and New Guinea. In New Zealand we are brought into contact with the fifth of the great missionary societies, whose work we have considered in the present volume: The London Missionary Society in the Society and Samoan Islands, the Wesleyan in Tonga and Fiji, the Scotch and Canadian Presbyterian in the New Hebrides, the American Board in the Hawaiian Islands and Micronesia, and now in New Zealand and Melanesia, the Church Missionary Society, representing the Church of England.

The Maoris of New Zealand belong to the same race as the Samoans, Hawaiians and other Polynesians already considered, and it is unnecessary to spend time in a study of their primitive conditions, since this differed only in the prevalence of cannibalism from that of other Polynesian peoples. The time saved from the study of the people can well be spent in giving the society a conception of the truly imperial resources of New Zealand. Here again charts will be useful to present in an instant to the eye facts that would take moments if addressed to the ear. North Island and New York side by side (in outline only), Middle Island and Georgia in the same way showing that in size they are about the same; there the population of each written plainly within each map, will show at a glance two important facts. On the Middle Island chart could also be indicated the fact, that its area is equal to that of all the other oceanic island groups of the Pacific combined. A chart showing the growth of the white population and the decline of the Maori population would also be of interest.

A character sketch of Samuel Marsden can include most of the facts pertaining to the Christianization of the islands. A debate, resolved that the treatment of the Maoris of New Zealand was as indefensible as the treatment of the North American Indians in our own country, will give opportunity to pre-

sent in vigorous fashion the facts of pioneer days in both countries.

Perhaps even more interesting would be a comparison of the present condition of the so-called civilized Indian tribes of Indian Territory with that of the Maoris.

Some study of the political development of New Zealand, though outside the immediate purpose of the book, would be most valuable. There is a great abundance of material, the books and articles of Lloyd and many other writers, deal with the modern development of this wonderful young state, and a wealth of periodical literature is accessible.

New Guinea, the largest island in the world, is worthy of a separate outline map, and a brief explanation of its political divisions and natural resources.

The story of early missions in New Guinea is bound up in the career of a wonderful man, James Chalmers, "The Great Heart of New Guinea." No better use could be given to the half of this meeting devoted to New Guinea than the telling of the life story of James Chalmers. Brief portions of this might be assigned to several, each telling her chapter, *con amore*—no papers, no stiff "born-married-died" style of obituary, but bits of his life experience cunningly woven together.

To one might be assigned his parents and home; and she could bring out the fact that one little gray-skied nation gave birth to Livingstone, McKay, Paton and Chalmers, and query whether a race of mothers who taught the Bible to their own children in their own homes had anything to do with this fact.

Another could portray the small boy in his vigorous naughtiness, with his response to the appeal of the old Missionary to the Sunday School. A third could take College days and Marriage; a fourth early Missionary Career; a fifth, visits to England; a sixth, friendship with Robert Louis Stevenson; a seventh, last days and death. None of these should take more than five or six minutes. The effect will be far better than if one paper or address covered the whole topic. Use Stevenson freely in preparing the sixth topic; and let each speaker quote something from Chalmers himself if possible. The life of Chalmers by Lovett is included in the five-dollar library in the unabridged form. It is a rare biography of a notable man.



## LESSON VI.

PORTION TO BE STUDIED: Chapter six.

AIM OF THE SIX STUDY:

1. To get a clear impression of the Philippine Islands geographically.
2. To study the Filipino people in their various divisions.
3. To gain some understanding of the religious situation.
4. To study the entrance of Protestant Missions.
5. To discuss the present conditions in the island.
6. To show the greatness of the opportunity before the American people.

POINTS TO BE NOTED:

The island and the racial divisions, the story of the Spanish occupation, the result of mediæval civilization superimposed on the Malayan social structure, the friar and land questions, the educational problem, the beginnings of missionary work.

METHODS OF PRESENTATION:

1. Drill on geography and names until they are familiar.
2. Use charts to show tribal distribution, location of Protestant societies.
3. Have as elaborate a picture collection as can be made to illustrate the land, the people and the mission stations. The reports of expositions at Buffalo and St. Louis, will be of great assistance.
4. Use Poole's Index to find recent magazine articles relating to the Philippines.
5. Send to denominational headquarters for the most recent report of their work in the Philippines.

The most important chapter in the book so far as its bearing on present duty is concerned is that dealing with the Philippines. Whether we wish it or not Americans are to be responsible for conditions in the Philippines for the next generation, possibly for a much longer period. Here is at once the most solemn responsibility, and the most glorious opportunity before the American people. Our churches are on trial before the bar of history. If we fail to so energize the moral convictions of the people as to secure the administration of

the islands in the interests of fair play and civilization we shall be found wanting when history takes account of the world battle fields of to-day. All that is necessary for the Christian sentiment of the nation to control the situation is a close and intimate acquaintance with the facts, and a vital interest in the outcome. The missionary forces of the churches can supply both; by immensely increasing our missionary activities in the Philippines we shall secure a body of unselfish trained observers on the ground, who will know and report injustice if it occurs. By the systematic study of the Philippines in our home societies we shall be building up an intelligent body of public opinion which will be sensitive to hostile action by selfish interests working through the legislature. The point of this meeting is to bring home the responsibility for the Philippines upon each woman present. The Senate ought to be buried in petitions to pass the tariff reduction bill, which elementary notions of justice and considerations of national honor alike require. If we will, the missionary women can do much to quicken interest in this question. Bishop Brent's ringing protest in the *Outlook* of July 14, ought to be read by every Missionary Society in the land. If we really are striving to bring the Kingdom of Christ, which is the Kingdom of Justice and righteousness, upon earth, we surely ought to land the full weight of our protest, however insignificant we may be, to right such a wrong as that continued by the Senate's failure to act. Petitions from societies, county and state organizations, individual letters and telegrams all help. How much influence can the United Women's Missionary Societies of the United States exert?

In studying the Friar question the temptations will be to minimize the good actually accomplished by these hoary institutions that have outlived their usefulness. It will be good discipline for our Missionary Societies to have a companion and contrasting picture presented along with the very severe arraignment of the Friars, which truth compels us to make. Let some one represent the Friars as an advocate, and let her present as strongly as possible the services performed for the Filipino people by her order. Such a presentation will not hinder the recognition of the need of Protestant Missions on the islands to reach the masses unreached by Rome, to purify a stagnant and isolated church and to present the Christian faith in its simplicity, freed from superstition.



A sympathetic study of the independent Catholic movement under Aglipay is an important feature of any program. An instructive, historical illustration of a similar movement, partly political, partly religious, is found in the English separation from the Papacy in the time of Henry the Eighth.

In Studying Protestant Missions it is important to have the latest reports from the various Boards. The last annual reports supplemented by the recent numbers of missionary periodicals will give us information of work that is developing so rapidly that news is scarcely published before it becomes not "up-to-date." Most of the denominational societies publish free or penny leaflets giving the recent developments in the respective fields. A letter of inquiry sent to missionary headquarters will put one in the way of much interesting information.

A good way to present the modern missionary work would be to have a group of speakers, represent each one a missionary of one of the Protestant bodies at work in the islands. Let each tell in crisp, condensed form the principal features of her own work and that of her denomination. These reports should not exceed five minutes each in length, should be given dramatically and in the first person.

Another interesting exercise would be to answer the following question: If I had fifty thousand dollars to spend in Philippine Missions, how would I spend it, and why? Let six or eight answer this question.

## PRONUNCIATION KEY.

Proper names in the Polynesian and other island languages are easily pronounced if a few simple rules are observed.

The vowel sounds are a like ah, e like long a, i like long e, o long, and u like oo—ah, ay, ee, o, oo.

Each vowel makes a syllable. The diphthongs are ai like eye, and ei like aye, ua like wah, and uo like woe.

A few examples will make plain:

Hawaii, = Hah-wyé-ee.

Aura = Au-ú-rah.

Epi = Ay-pee.

Kaahumanu = Kah-ah-hoo-mah-noo.

Kalakaua = Kah-lah-cow-ah.

Kamehameha = Kah-may-hah-may-hah.  
 Kekela = Kay-kay-lah.  
 Kapiolani = Kah-pee-o-lah-nee.  
 Kauai = Kow-eye.  
 Kusaie = Koo-sy-a.  
 Keopuolani = Kay-o-pwo-lah-née.  
 Laupepa = Lau-pay-pah.  
 Lunalilo = Loo-nah-lee-lo.  
 Liliaokalani = Lee-lee-wo-kah-lah-nee.  
 Maori = Mow-ree.  
 Otaheite = O-tah-high-tay.  
 Pomare = Po-mah-ray.  
 Pua = Poo-ah.  
 Puaaiki = Pwa-eye-kee.  
 Tahiti = Tah-hee-tee.  
 Tairubu = Ty-roo-boo.  
 Tamatao = Tah-mah-tah-o.  
 Taraaere = Tah-rah-eye-ray.  
 Taufaaahau = Tau-fah-ah-how.  
 Taviuni = Tah-vee-oo-nee.  
 Tutuila = Too-twe-lah.

The accent is not strongly marked on any syllable, but is distributed rather evenly on the different syllables, so as to give a smooth flowing sound to the words.

In the Philippines many words are of Spanish origin and follow the Spanish rules of pronunciation:

Panay = Pah-nigh.  
 Cebu = Thay-boo.  
 Visayan = Bi-sigh-yau.  
 Mayou = My-own.  
 Negrito = Nay-greé-to.  
 Igorrotes = Ego-rotés.  
 Tagalog = Tah-gah-log.  
 Cordillera = Cor-dil-yér-a.  
 Pueblo = Pwéblo.  
 Cacique = Ka-keek.  
 Rizal = Ree-zál.  
 Aglipay = Ah-gle-pie.  
 Zamora = Zah-mó-rah.  
 Iloilo = Elo-é-eo.  
 Iloilo = Elo-é-lo.

# SOME MODELS FOR THE MISSION STUDY CLASS.

## I.

In a study-class more thorough work should be done than is possible in a missionary meeting. Aim to have a weekly meeting of at least an hour and longer if possible. Never omit the Scripture lesson and prayer, and remember your first object is to study missions; ethnology, history, science, being used to throw light on this topic. Use as many outside helps as possible; secure the library and wall-map and pictures from your own Woman's Board, remember to look in the Sunday School library and the public library for books, and use all the talents possessed by every member of the class. Probably the best way to use the Introduction is in connection with the different chapters, so no special lesson has been given on it. If possible it is wise to have a brief review before the new lesson is studied. Aim to effect definite knowledge rather than to cover all the ground.

## CHAPTER I.

### CHRISTUS REDEMPTOR.

Motive of study—to increase excellence in general, to broaden intelligence, to widen conditions of usefulness.

#### I.

Characteristics of our own time as applied to this study.

- (a) An age of roads on land and sea. Illustrations.
- (b) An age of research, material, scientific, archaeological. Illustrations.
- (c) An age of exchange of ideas. Illustrations.

#### II.

The place of the Island World in the physical world.

- (a) Its location and extent.
- (b) Its divisions and formation.
- (c) Its people.

Side Topic.—A study of the plants and animals of the Island World.

#### III.

Theme for discussion. On the continents great systems of faith and philosophy to overcome—in the islands, human degradation.

- (a) What civilization brought to the Island World both of desirable and undesirable character.
- (b) The gift of different nationalities—their present holdings.
- (c) The effect on the island races, Polynesians, Papuans, Fijians and Micronesians.

#### IV.

The beginnings of Christianity.

- (a) Of other missionary beginnings. (See Chapter VI, *Via Christi*.)
- (b) Of numerical conditions before and after entrance of Europeans.
- (c) The first missionary ship and missionary ships of today.

#### V.

A study of great names associated with Island Missions beginning with John Williams.

A study of great dates connected with island missions.

A study of Bible references with regard to islands.

#### VI.

A study of nature's peoples as illustrated by people of South Seas.

- (a) For color study, Robert Louis Stevenson's *South Seas. Letters from Vailima, Islands Nights Entertainments*.
- (b) For climatic conditions as affecting character, Ritter's *Anthropogeography*.

For general study Mayne Reid's, *Odd People*, Wallace's *Island Life*.

### CHAPTER II.

GROUPING by means of some mechanical device—such as Place, People, Personalities, Pictures, Present Conditions, Peculiarities, Problems—helpful.

DEFINITENESS secured by the selection of typical examples for careful study.

Upolu, as type of Samoa, studied as:

*Place*: situation, height, vegetation, climate.

*People*: origin, appearance, religion, language, character.

*Personalities*: foreign missionaries, John Williams, W. E. Clark, native missionaries, Fanea, Makea, unofficial and unconventional, R. L. Stevenson.

ASSOCIATION of above in

Pictures, dramatically presented of the triumphal processions of Williams; Malietoa and sons, Clark as preacher, teacher, peace-maker, nurse. The buildings at Malua; Stevenson at Apia acting as justice, conducting prayers, lying in state, borne to rest on the mountain top; native missionaries in transition stage.

Present conditions—grouped under

*Products*. Contrast of Cook's account of degradation with present large proportion of church members, family prayers, peace.

*Politics*: interference of foreign powers.

*Peculiarities*: native tendencies to religious observance; evangelistic and benevolent traits; their Christianity, elementary, need of shepherding.

*Problems*: the adjustment of foreign and native standards; distinction between the essential and non-essential in Christian practice; native missionaries and ancestral ideas of right.

## MICRONESIA.

A similar study with emphasis upon *Atolls* and their inhabitants.

The heroes Snow, Sturgis, Dr. Gulick, Captain Bingham and Logan.

The native heroes, Kekela, Moses, Opatinea.

The transformed Micronesia.

*Peculiarities*: apathetic nature of people, without strong religious emotion; child Christians; methods of work; string central stations; missionary ships; semi-annual councils.

*Problems*: to secure strength and maturity of Christian character.

Piteairn Islands.

A typical instance of God's dealing in solitary conversions.

Compare with that of Moses, Paul and later examples.

## CHAPTER III.

- I. Scripture Reading (Isa. 9:2-4) and Prayer (five minutes.)
- II. Lesson assignment (five minutes.)
- III. Map Drill (five minutes.)  
Use map of island world and chart of Hawaiian islands. Point out places of interest and relative positions, note distances, etc.
- IV. Questions (twenty minutes.)  
Aim: To examine the cause for the wonderful transformation of Hawaii.
  - A. Social Differences between old and new Hawaii.
    1. If you had been an Hawaiian chief in the 18th century, what would have been your daily occupations?
    2. What change would Christianity make in these occupations?
    3. What would be the hardest thing for a chief to give up in accepting Christianity?
  - B. Providential Preparation for Missionaries.
    4. What were some of the providences that prepared the way for missionaries?
  - C. Reasons for Rapid Spread of Christianity.
    5. What was there in the old religion from which the missionaries could start?
    6. Mention some reasons for the rapid spread of Christianity.
    7. What evidences have we that the conversions were real?
  - D. 8. What were some of the Causes of Retrogression?
  - E. Responsibility of the United States.
    9. What evils were introduced by foreigners?
    10. What is the value of Hawaii to us?
    11. Why is work there of strategic importance?
    12. What kind of work is needed now?
    13. What is your personal responsibility?
- V. Special Topic (five minutes.)  
Present conditions in Hawaii.

## VI. Chart Drill (five minutes.)

Calling attention of class to two charts on wall. One showing comparative population of Hawaii, the other containing these two quotations:

"If the Lord be God, follow Him; but if Baal, then follow Him."—*Elijah*.

"If I am destroyed, you may all believe in Pele, but if I am not, you must all turn to God."—*Kapiolani*.

## VII. Illustrations (three minutes.)

United Study pictures of Hawaii.

## VIII. Closing Prayer.

# CHAPTER IV.

1. Map lesson, pointing out routes, course of commerce and of mail.
2. Comparison of different groups, size, population, productions, etc.
3. Early conditions of their peoples, customs, houses, superstitions.
4. Good and evil of island conditions, the result of these conditions in character of people.
5. Samoan and Tongan missionaries and their work in the Fijis.
6. Calvert, great missionary to Fiji.
7. Thakombau, their great king, like Pomare, etc.
8. Religious conditions of Fiji Islands today.
9. New Hebrides, name, volcanoes, etc.
10. Sandalwood trade. What, how, why?
11. John Williams. Life. Cause of his death. Who was to blame for his death?
12. The other martyrs of Erromanga.
13. John Geddie.
14. John G. Paton.
15. Sketch of Melanesian islands; to whom do they belong. How much land is still unexplored and why. Headhunters. Duk-duk.
- 16\*. Bishop Selwyn.
17. Bishop Patteson, training school results.
18. What gifts have these islands for us, for the Kingdom of God.
19. Lessons from the missionaries, from the natives, so devoted, so eager to tell the gospel story.

\* Kanaka traffic.

This is too much for one lesson. If it is impossible to give it two lessons assign some topics to those who would handle them well and briefly and let the leader go swiftly over the others since all are important. Save five minutes for a quiz at the end.

# CHAPTER V.

## I. New Zealand.

What and where is New Zealand? (Comparative, not mere latitude and longitude.)

Describe its volcanic origin, its mountains, rivers (one with a volume equal to the Nile), hot springs, forests, minerals, agricultural wealth. Climate, equable, ideal for Anglo-Saxons. Characteristics of the people. Whence did they come? Principal vices? Show harmony between their story of creation and that in the Bible.

What have missions done for them?

Study Samuel Marsden and the providential presence of the chief on vessels with him.

How did war and peace both spread the gospel?

What were the evils of the Land Company.

Subject for debate. Is it desirable that the Maories exist as a race or mingle with the Anglo-Saxon.

Is it worth while to give them the gospel?

Give concrete examples pro or con.

## II. New Guinea.

When was New Guinea discovered?

Why was it so long in being developed?

To whom does it belong?

How does it compare in size with New Zealand?

Notice the difference between its inhabitants and those of New Zealand. Different race and primitive type, the stone age still in existence.

Who were the first to begin missionary work?

Notice the part that South Sea Islanders took.

James Chalmers, the "Great Heart of New Guinea." Let your study centre around him.

## III. Malaysia.

Here is a different race with Asiatic characteristics.

Notice animism, spiritism.

Which are more difficult to reach, the heathen or Mohammedans? Give examples from Malaysian Islands.

What was the attitude of the Dutch East India Company to missions? Of the Dutch government?

What has the Dutch Church done?

What means are they employing to found a Malay-Polynesian Church?

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## SOME SUGGESTIVE DON'TS FOR THE WOMAN'S MISSIONARY MEETING.

Don't expect your Missionary Circle to run itself.

Prayerful preparation, patient planning, personal consecration and practical common sense are necessary, to make it profitable and permanent.

Don't fail to aim for the highest and best things, and concentrate your efforts, and devote your gifts to the Society with which you are affiliated.

Don't decide without attending the Summer School nearest you that the United Course of Study will not interest your circle.

Mrs. Montgomery demonstrated in her recent lectures on Christ the Redeemer, the fallacy of such conclusion, and those who have conducted "model meetings" have proved that it can be adapted as well to the small country circle, as to the large city one.

Don't fail to adopt the study this year and report your measure of success at your summer school next summer.

Don't despair of beginning it because every member of your circle is not able to purchase the book. Tax each one five or ten cents, buy



as many as possible with that fund, and pass them around among those who take part.

Don't be discouraged if you encounter some croakers.

Don't give your public librarian any peace until he secures the reference books needed. A demand for them each day by a different woman, will impress him with their importance.

Don't present the text-book to the average circle as you would to a cultured study class. Use your adaptive faculty, and make your programs telling and thrilling.

Don't try to cover a whole chapter in one meeting. Select the most important topics, and striking personalities, and dwell briefly upon them.

Don't expect your leader to deliver a lecture on the chapter under consideration, unless her audience is composed of mutes.

Don't confine the program to a few women, but persuade a number to take part, and make the most of their diversity of gifts.

Don't tax the patience of your audience with lengthy papers. An impressive recital, an affecting story of three minutes duration, is worth hours of average papers.

Don't allow one woman to occupy most of the time given to the programs. The grace of courtesy should be subordinated to the general good.

Don't fear to get out of old ruts, and introduce popular features. "Variety is not only the spice of life, but of missionary meetings as well."

Don't begin your meeting five minutes late. Punctuality is twin sister to Interest.

Don't present the Introduction and first chapter of the study too ponderously.

An inviting appetizer creates a relish for the succeeding courses of the meal.

A District School is a good starter, with the leader as teacher, the audience as scholars.

Don't forget the tap of the bell, the opening exercise of devotion, and the roll call. Then proceed with class recitation, the spelling class first, to spell the great divisions of the Island World. The Geography class next, pointing them out on the map, and describing the physical features, location, climate and resources.

The History class next, telling of early missionary efforts in the Society, Hervey, Austral, and Pearl Islands, and concluding with a black-board exercise giving the population, the number of missionaries working at the present time, the number and the amount of money needed to evangelize the Islands in this generation.

If cleverly conducted with apt pupils, this exercise although provoking laughter, will fix in the mind many a fact worth remembering.

Don't follow the same plan in the second chapter.

Take a trip to Samoa, hold converse with John Williams, and learn from him what a strenuous missionary life means. Visit the home of Robert Louis Stevenson, and get his view point of the people, and the missionaries.

Embark on the historic ship "Morning Star" for Micronesia.

Tell the story of the Princess Opatinia, of the devotion of John W. Logan, and the marvellous regeneration of John Adams.

Don't fail in presenting the Hawaiian Islands to have a chart show-



ing clearly their situation at the cross roads of the Pacific, and their importance on that account. Consider the primitive condition of the people, the race decay, and the hope of a stronger type through inter-marriage with the Chinese, Study the system of Tabu, the coming of the missionaries, and the development, of Christianity.

Relate the story of Obookiah, and the daring feat of Kapiolani at Pelé.

Don't neglect in the fourth chapter to dwell on the dramatic introduction of Christianity on the Fiji Islands, the successful work of the Wesleyans there, and the missionary fervor of the Fijians.

Arrange an interview between James Calvert, and King Thanombau, and give a sketch of the life of John G. Paton.

Don't neglect in the fifth chapter to impersonate Marsden and Chalmers, the great pioneer missionaries to New Zealand and New Guinea. Arrange a meeting between them, have them change confidences, and relate experiences with the people.

Have a third person impersonate one of their converts, tell of the work of the missionaries, and the love of the natives for them.

Don't slight the Philippines because you think you already know so much about them. Let one woman give the history of the islands, the climate, and resources. A second the origin of the people, the large foreign population, and social classes. A third, the good and the evil wrought by the Friars, and another an account of how the islands passed into the possession of the United States.

At this point arrange a wedding, showing how Expansion suing for the hand of Columbia, tells of his home, family, resources, and prospects, and Uncle Sam promises as the bride's dowry, commerce, education, and missionary effort, and the marriage is consummated. Give an account of how well the second promise has been kept, and arrange a debate on the first viz.

Has the United States kept faith with the Philippines in regard to her commerce?

Give an account of the religious condition of the Filipinos at the present time.

These and a host of other plans presented by Mrs. Montgomery will create a desire for further study, and are available to all leaders.

Don't fail to secure every possible accessory, such as magazine articles, pictures, curios, and maps. The last are indispensable, nothing else will make the islands so real.

Don't exhibit all your pictures at the first meeting, but show only those that bear on the subject, and have some one with the "gift of tongues" relate the stories they suggest.

Don't exceed the time limit. "Brevity is not only the soul of wit," but of popular missionary meetings too.

Don't forget to pass your thank offering box lest some one go away overloaded with benefits.

Don't adjourn until you have asked God's blessing on what you have done.

Don't feel satisfied with your personal work, until you have come so close to Christ that you have felt His yearning love for humanity, and humanity's great need of salvation, and are willing—as He was—to give your best for its redemption.

## LIST OF BOOKS IN THE REFERENCE LIBRARY.

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Islands of the Pacific.	<i>Alexander.</i>
Heroes of the South Seas.	<i>Banks.</i>
The New Era in the Philippines.	<i>Brown.</i>
The Transformation of Hawaiï.	<i>Brain</i>
The Autobiography of John G. Paton.	
The Life of James Chalmers.	<i>Lovett.</i>
The Life of James Calvert.	<i>Vernon.</i>
The Life of Bishop Patteson.	<i>Page.</i>

This almost indispensable set of reference books may be obtained from any of the Women's Boards of Foreign Missions for five dollars.

If, after their use in the Women's Society, they are placed in the Sunday School library, they will do much to interest young people in the marvelous work accomplished during the past fifty years.

Place your orders early ; the libraries are now ready.



**Christus Redemptor, an Outline Study of the Island World of the Pacific** by Helen Barrett Montgomery; published by The MacMillan Co. Price, 30 cents in paper, 50 cents in cloth.



**A fine Wall Map of The Island World** especially prepared for the United Study of Missions by the Matthews Northrop Co. Sold practically at cost, a rare bargain. Secure one for your church while they last. Only 50 cents.



**The Set of Twenty-four Half-Tone Pictures** illustrating Christus Redemptor is well worth the cost, 25 cents. They will illuminate your programmes.



**The Reference Library of Eight Splendid Volumes** in uniform binding includes four volumes of biography and could not be bought from your book-seller at double the price. We offer the entire set for *Five Dollars*. See that they go either into your public library or into the Sunday School library. They are books of fascinating interest.



**A Cruise in the Island World**, a course of study for children is full of delight and leaders will find capital suggestions in the book. Price, 20 cents.



**How to Use the Text-Book, Christus Redemptor**, containing the syllabi of Mrs. Montgomery's lectures and some practical suggestions. Price 10 cents.

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*This material is indispensable to a thorough study of Island Missions, and may be obtained at these very low rates from any Woman's Board of Foreign Missions. The topic this year is of thrilling interest, and such study must result in quickened zeal and renewed faith in missions.*